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Accountability and Curriculum Reform Effort
in Response to *A Framework For Change*

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

Common Core State Standards and NC Essential Standards

What Does This Mean for CTE?

Region 8 CTE Directors
November 21, 2011

WRESA

Joyce.Gardner@dpi.nc.gov

Jan.King@dpi.nc.gov

Our Level of Depth for this Topic is:

Water Skiing



Deep Diving



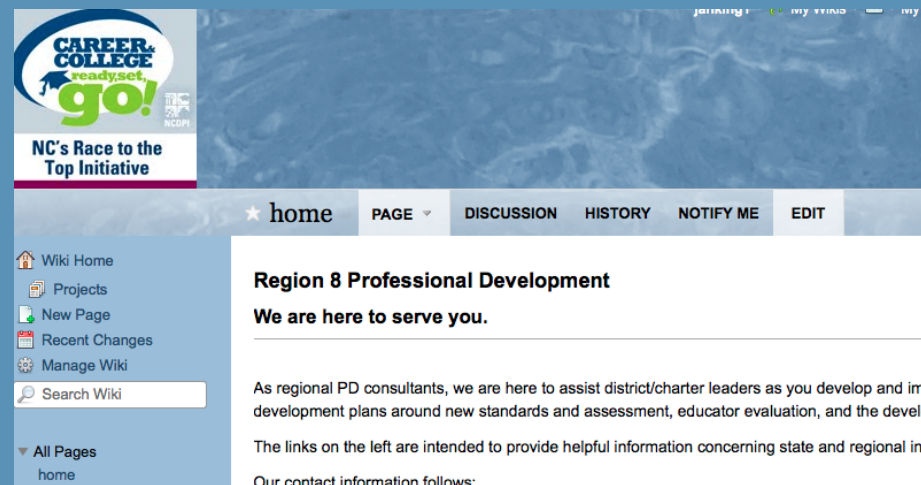


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Access to training materials:



<http://region8wnc.wikispaces.com>



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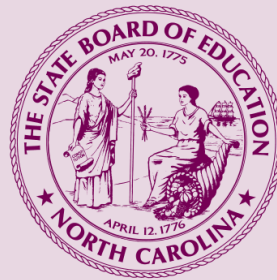
REPORT FROM THE
BLUE RIBBON COMMISSION ON
TESTING AND ACCOUNTABILITY

TO THE
NORTH CAROLINA
STATE BOARD OF EDUCATION

January 2008

NORTH CAROLINA STATE BOARD OF EDUCATION

FRAMEWORK FOR CHANGE: The Next Generation of Assessments and Accountability



June 5, 2008

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Response to
The Framework For Change:
The Next Generation of School Standards,
Assessments and Accountability
October 2008

Public Services



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North Carolina's Educational Pipeline



In North Carolina, out of every 100
9th grade students...



...70 students graduate four years
later



...41 students enter college



...19 students graduate with an Associate's degree
within three years or with a Bachelor's degree within
six years

Source: www.achieve.org > node/893 > Pipeline data tab



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State Board of Education Mission



“Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.”

-Adopted August 2006

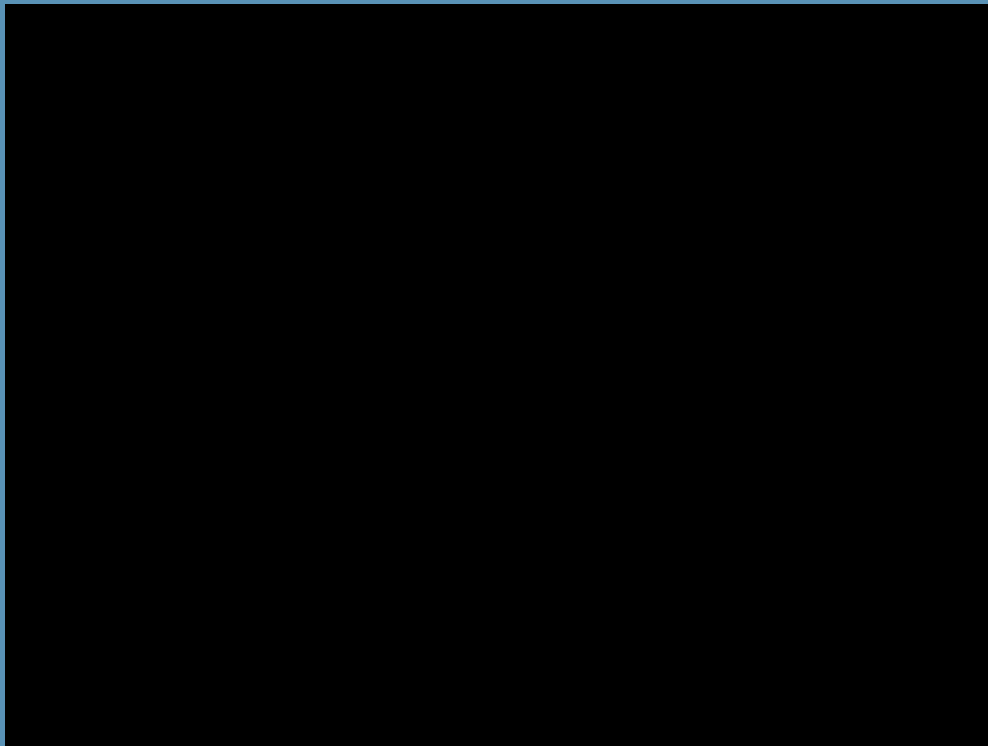


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North Carolina's Race to the Top





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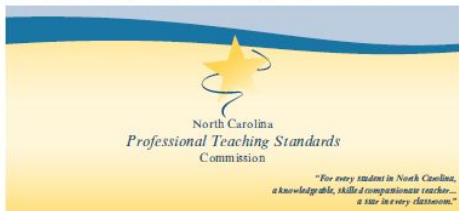
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North Carolina Professional Teaching Standards

These standards serve as the basis for teacher preparation, teacher evaluation, and professional development.

North Carolina Professional Teaching Standards



Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2005

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 14 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs, a new teacher evaluation instrument is being created, and professional development is taking on new look based on these Standards. Each of them will include the skills and knowledge needed for the 21st Century teaching and learning. This document is provided in this format so that it may be kept in a place book to guide instruction as we move forward in the 21st Century.



A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and consensus, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classrooms and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they align with their students, discover solutions. They teach existing content that is relevant to include skills like critical thinking, problem solving, and information and communication technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction, encouraging all students to use 21st Century skills as they discover how to learn, how to work, and how to communicate their ideas.
- The 21st Century student (global awareness, civic literacy, financial literacy and health awareness) is included in the core curriculum.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and contextual and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.



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ACRE – NC's Accountability and Curriculum Reform Effort

North Carolina's comprehensive initiative redefines the Standard Course of Study for K-12 students, the student assessment program **and** the school accountability model. Our education leaders are the first in the nation to address learning standards, student assessments and school accountability **simultaneously**.





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NC Call for Change



2008-2009
ACRE Phase I

2009-2010
ACRE Phase II
& Common
Core

2010 Race to
the Top (RttT)

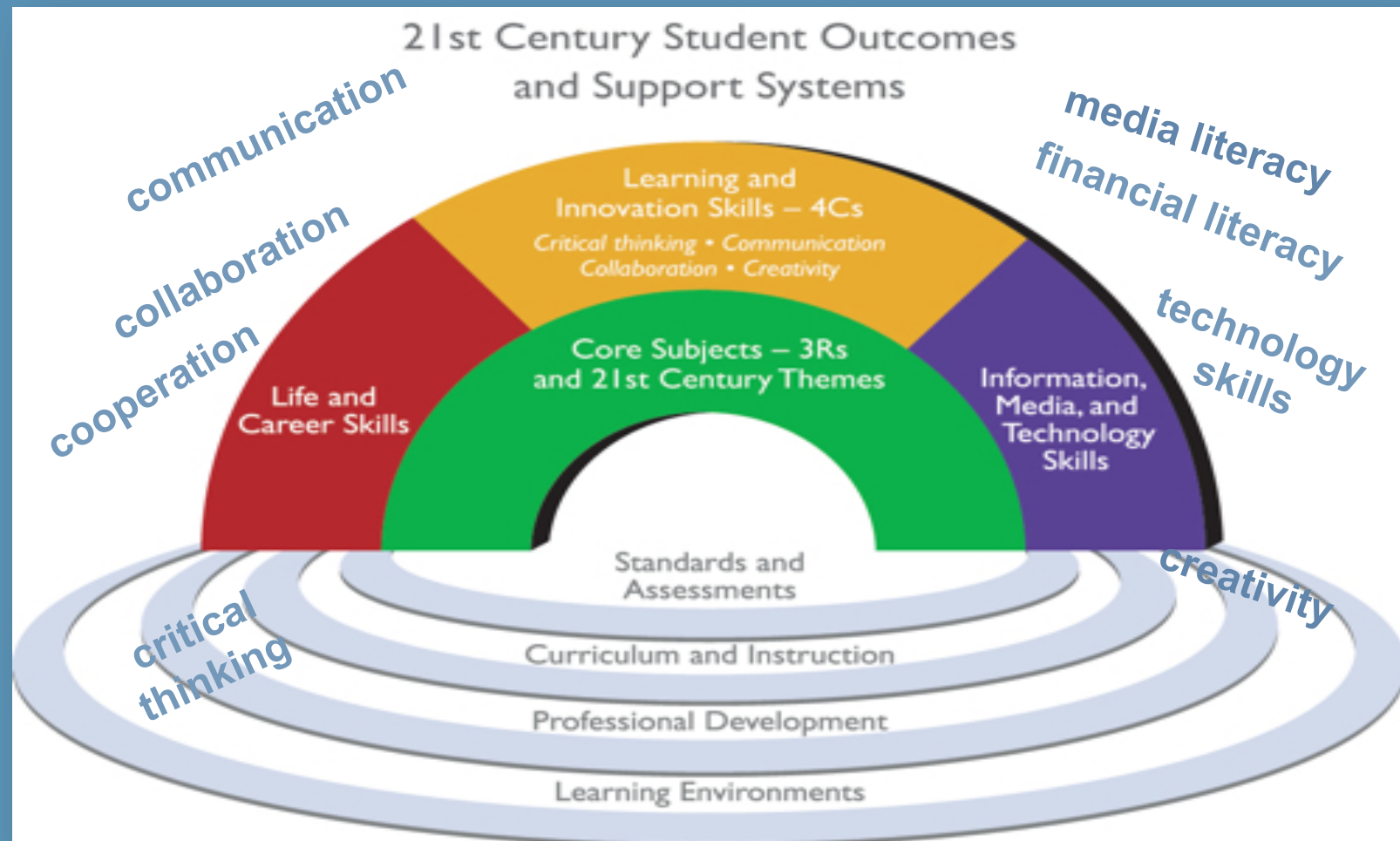
2011: RttT
Career &
College: Ready,
Set Go!



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NC Standard Course of Study

Common Core State Standards

- English Language Arts
- Mathematics

NC Essential Standards

- Science
- Social Studies
- World Languages
- Arts Education
- Healthful Living
- Career & Tech Ed
- Exceptional Children
- English as Second Language
- English Language Development (approved 2008)
- Information & Technology

*English Language Development and Information & Technology Essential Standards *must* be delivered by classroom teachers through *ALL* content areas, in appropriate grade levels– in collaboration with AIG, EC, ESL, media coordinators and tech facilitators.



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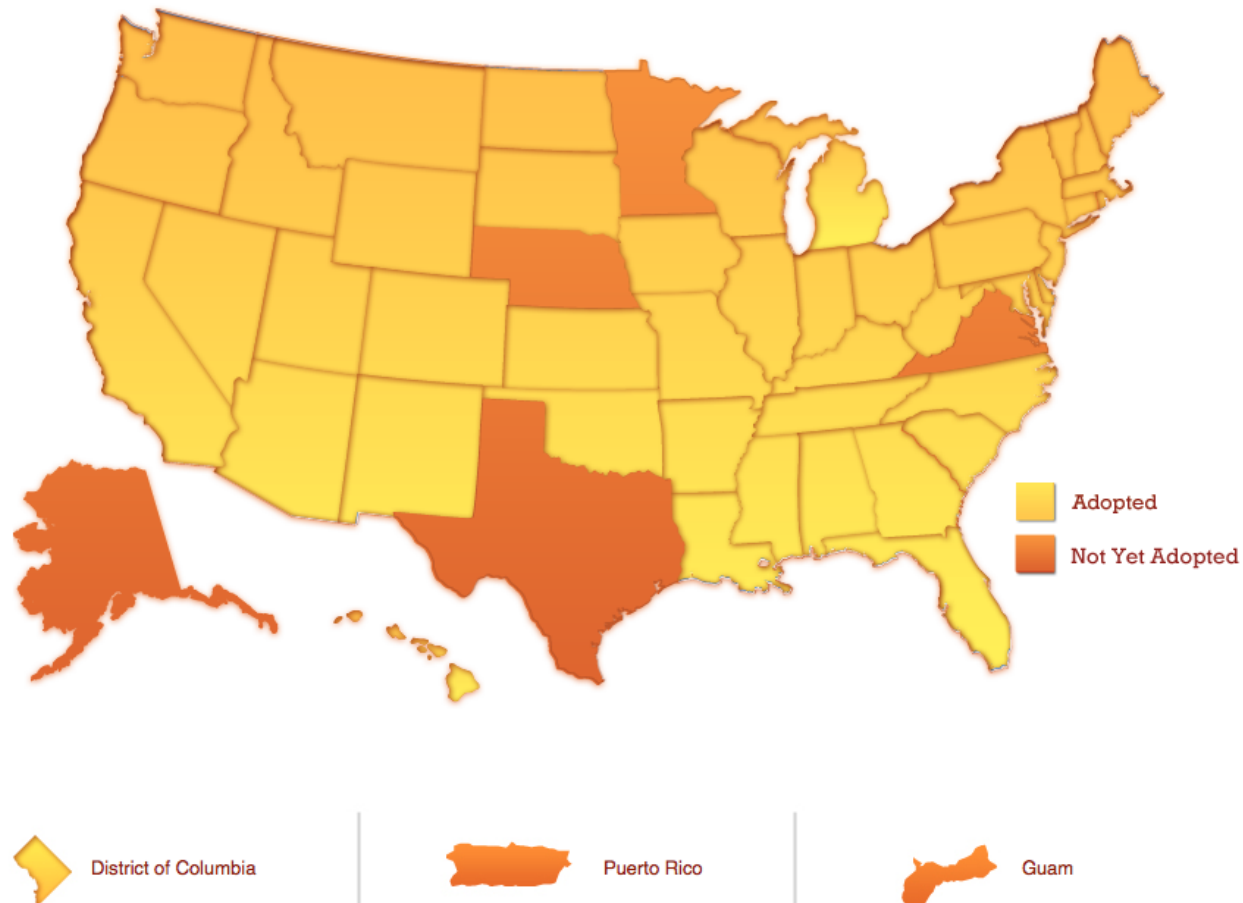
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Common Core Standards

- Reflect the most rigorous, most effective, national and international models
- Provide appropriate benchmarks for all students, regardless of where they live



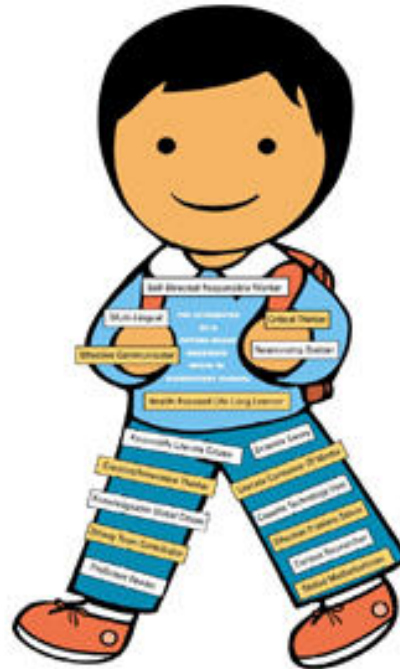
Who has adopted CCSS?



<http://www.corestandards.org>

Common Core *Big Picture*

- Aligned with **college** and **work expectations**
- **Focused** and **coherent**
- Includes **rigorous content** and **application of knowledge** through **higher-order skills**
- **Internationally benchmarked** – prepares students for **global economy & society**
- Based on **evidence** and **research**



Rationale for Implementation



- **Equity/Student Mobility**
Expectations the same regardless of where students live or where they go
- **College/Career Readiness**
Students need to be *more than* proficient
- **Comparability** State results will be comparable through common assessments

Rationale for Implementation

- **Shared Resources** Ability to share and team across district and state lines
- **Economies of Scale** Possible savings due to sharing of resources and assessments





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Dispositions, Attitudes, Non-Academic Skills

Become critical
consumers of media

Develop
academic self-
awareness

Become lifelong
learners



Consider others'
perspectives

Collaborate
successfully





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Common Core Math

Problem Solving

- Understand
- Persevere

Reasoning

- Abstractly
- Quantitatively
- Look for and express regularity in repeated reasoning

Attend to Precision & Use Tools Correctly

Construct viable arguments and critique the reasoning of others

When coaching teachers, ask

**“What task can you give that
will build student
understanding?”**

rather than

**“How can you explain clearly
so they will understand?”**

adapted from Grayson Wheatley, NCCTM, 2002

ELA

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects



Design

There are four strands:

- **Reading**
 + Reading Foundational Skills K-5
- **Writing**
- **Speaking and Listening**
- **Language**

The ELA Common Core supports an integrated model of literacy.

There are media requirements blended throughout.



Three Key Reading Questions

What does it say?

- Literal level
- Addresses comprehension
- Foundational to answering the second question

What does it mean?

- Interpretation level
- Addresses Themes
- More than just appreciating a good story

What does it matter?

- Reflection
- Addresses Connections
- The heart of why they read the text

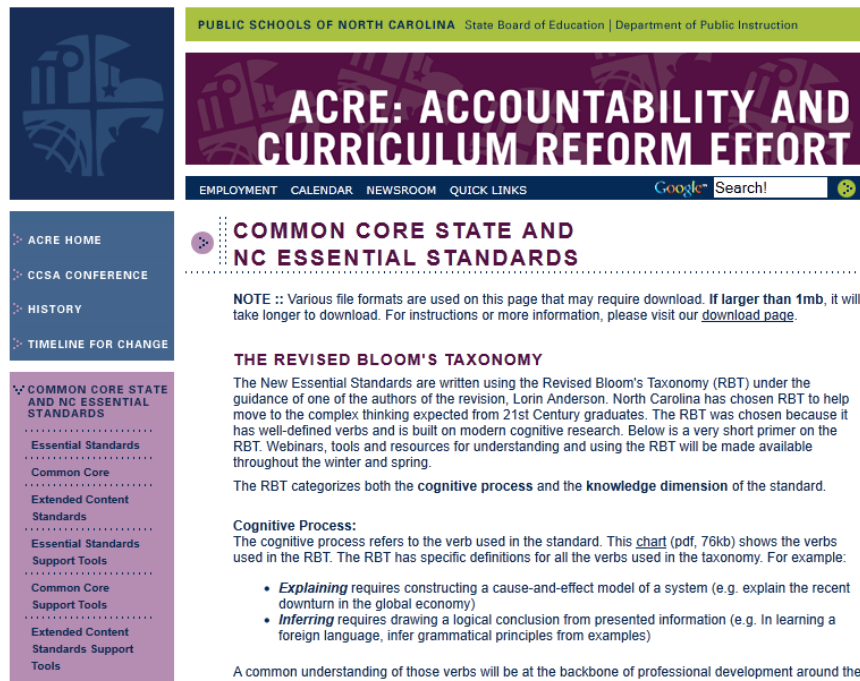
Writing



Standards 1-3 address text types and purposes:

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives

ACRE Website



- Standards
- Crosswalks
- Unpacking Documents
- Updates
- Instructional Support Tools
- RBT
- Extended Content Standards and Support Materials

<http://www.ncpublicschools.org/acre/standards/>

The Hunt Institute



<http://www.youtube.com/watch?v=9IGD9oLofks>



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North Carolina Essential Standards

An Overview

Critical Competencies Addressed

21st Century Competence

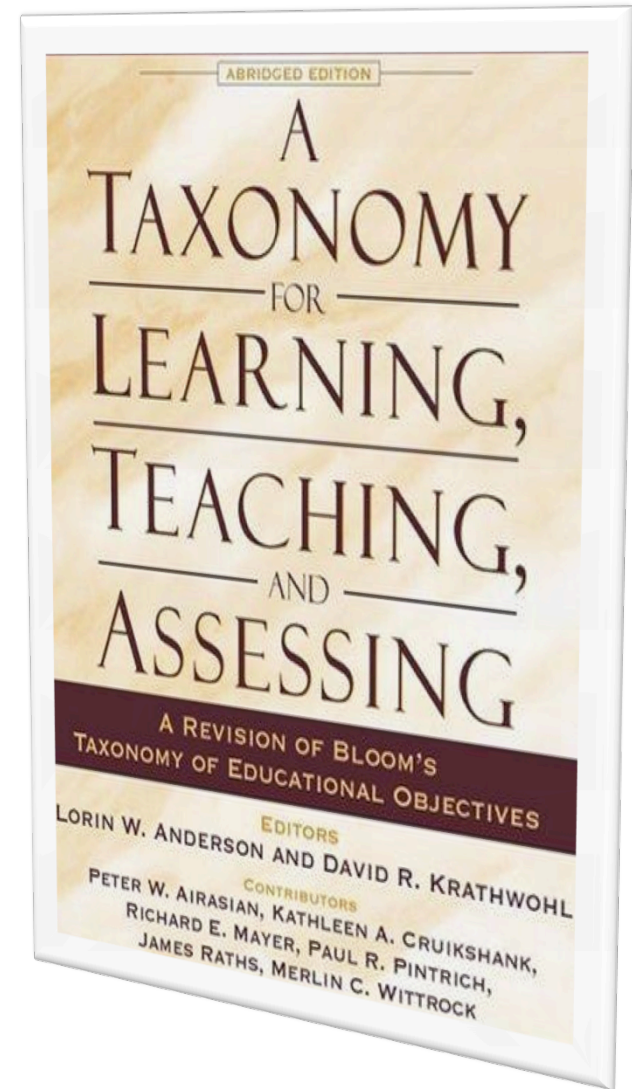
- Financially literate
- Globally aware
- Environmentally literate
- Critical consumers of media
- Precise communicators

Problem-Solving Competence

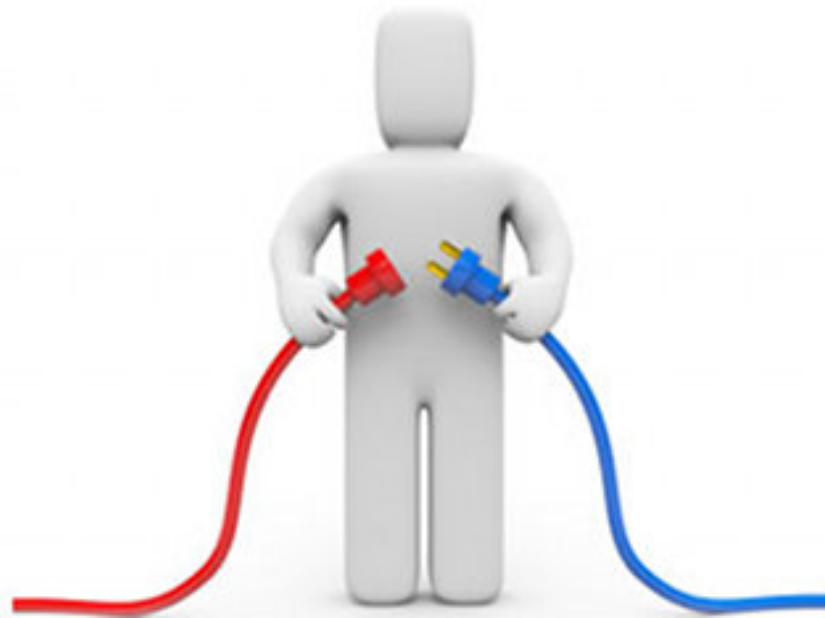
- Novel, real-world problem solvers
- Ability to analyze and synthesize information in order to create meaning
- Ability to understand the interconnectedness of systems and content

Use of Revised Bloom's Taxonomy

- Provides the cognitive framework used for all of the North Carolina Essential Standards
- Provides common language for all curriculum areas
- Use of one verb



“In order to positively impact student achievement, the Common Core State and NC Essential Standards must be not just *adopted* but *implemented*.”



SMARTER Balanced Assessment Consortium



The **SMARTER Balanced Assessment Consortium** is a state-led consortium working to develop next-generation assessments that are aligned to the [Common Core State Standards](#) and that accurately measure student progress toward college and career readiness.

The work of the Consortium is guided by the belief that a high-quality assessment system can provide resources and tools for teachers and schools to improve instruction and help students succeed. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process.

More information on the SMARTER Balanced Assessment Consortium can be found below:

- [One-page Overview](#)
- [Computer Adaptive Testing Fact Sheet](#)
- [Consortium Membership](#)
- [Materials and Resources](#)
- [Frequently Asked Questions](#)



[Click to view states](#)

www.smarterbalanced.org

SMARTER Balanced News

September 16, 2011 -

[SMARTER Balanced Releases Summative Assessment Work Plan and Procurement Schedule](#)

August 29, 2011 -

[SMARTER Balanced Releases Draft Math Content Specifications](#)

[Updated Timeline for Content Specifications \(ELA and Math\)](#)

August 16, 2011 -

[Vermont's Hock Joins SMARTER Balanced Executive Committee](#)

[English Language Arts & Literacy Draft Content Specifications](#)

August 9, 2011 -

[SMARTER Balanced Releases Draft Content Specifications for English](#)

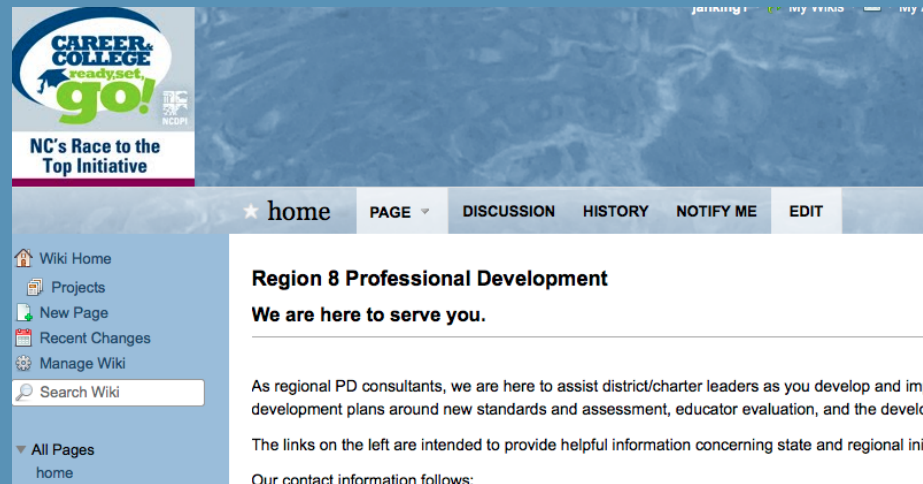


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Resources on the Wiki:



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Questions?

